DOCUMENT RESUME

ED 460 947 SP 038 588

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TITLE Developing Leadership in Faculty and Students: The Power of Service Learning in Teacher Education. Linking Learning with Life.

INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Community Education.; National Dropout Prevention Center, Clemson, SC.

SPONS AGENCY Corporation for National Service, Washington, DC.

PUB DATE 1999-00-00

NOTE 43p.

AVAILABLE FROM South Carolina Department of Education, Office of Community Education, 1429 Senate Street, 906 Rutledge Building, Columbia, SC 29201 ($6). Tel: 803-734-4915; Web site: http://www.state.sc.us/sde.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *Leadership Qualities; *Leadership Training; Preservice Teacher Education; Public Service; School Community Relationship; *Service Learning; Student Teachers; Teacher Improvement

IDENTIFIERS University of South Carolina

ABSTRACT

This guidebook provides information on necessary elements for quality service learning and teacher education (SLATE), emphasizing the nurturing of leadership skills in preservice and inservice teachers. Chapter 1, "Leadership and Service Learning: Interactive Processes that Enhance Teacher Development," describes shared leadership, presents eight leadership behaviors, and discusses the empowerment of faculty, students, and community through shared leadership. Chapter 2, "Service Learning in the Total University Program Enriches Leadership Development," discusses developing interdisciplinary interest and support, developing faculty leadership, and sustaining the web of service learning. Chapter 3, "SLATE is a Leadership Development Process," explains how SLATE supports faculty and student involvement in developing and refining four key leadership behaviors (visioning, commitment to change, change management, and communication). Chapter 4, "Developing a Leadership Partnership with the Community," discusses how to develop a SLATE leadership team within a program, establish SLATE linkages with the community, build an active advisory team, increase professional development activities in SLATE, develop a SLATE action plan, and nurture leadership through SLATE. Chapter 5, "USC-SLATE Project: An Example of Leadership Efforts," describes the University of South Carolina's SLATE project. Chapter 6, "Attributes of Effective SLATE Leadership Teams," discusses five essential attributes: sharing and learning together, reflecting on faculty role in setting goals for teaching and learning, developing teaming skills, forming team research efforts, and building strong community partnerships. (Contains 20 references and 4 resources.) (SM)

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Developing Leadership In Faculty And Students

The Power Of Service Learning In Teacher Education

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Developing Leadership In Faculty And Students

The Power Of Service Learning In Teacher Education

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This publication was prepared with funding from the Corporation for National Service through a Fund for the Advancement of Service Learning grant funded to the South Carolina Department of Education in partnership with the National Dropout Prevention Center.

Total Printing Cost: $2,745
Total Units Produced: 2,000
Cost Per Unit: $ 1.37

Table of Contents

About the Authors 1

Preface 2

Leadership and Service Learning:
Interactive Processes That
Enhance Teacher Development 4

Service Learning in the Total University Program
Enriches Leadership Development 8

SLATE Is a Leadership Development Process 14

Developing a Leadership Partnership With the
Community 19

The USC SLATE Project:
An Example of Leadership Efforts 23

Attributes of Effective SLATE
Leadership Teams 28

References 34

Resources 36

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Preface

Today's teachers are challenged in many ways because of the changing nature of society, increased parental and societal expectations, the continuous knowledge explosion, and the increasingly complex and stressful professional roles they play. Communities face new problems as our economy changes and new technologies require different job skills. Current demographic patterns are changing the characteristics of a labor force which is becoming as diverse as at any time in our history. Thus, teachers find themselves needing an array of leadership skills as they link instruction to the real world and use the community as a learning center where they attempt to contribute to the problem-solving process and engage their students in serving and learning through community involvement (Coles, 1993).

Teacher educators have a unique challenge in utilizing service learning to promote the development of leadership skills in teachers. Service Learning and Teacher Education (SLATE) is a concept that embraces the idea of using experiential learning in a way that engages teacher education faculty and students in strengthening their teaching and learning attitudes and skills while contributing to the empowerment of the community. It emphasizes the "learning while serving" paradigm through systematic involvement in school and community strengthening. Our key focus is on offering ideas, resources, and strategies for faculty and students to use in service learning to strengthen their teaching and leadership skills and perspectives while also contributing to the community. To engage teachers in meaningful leadership experiences requires teacher educators to develop a SLATE program that uses the key elements of quality service learning experiences. The intent of this guidebook is to provide information on the needed elements for quality SLATE–with the specific emphasis on nurturing leadership skills in preservice and inservice teachers.

Service learning in teacher education provides a myriad of opportunities to develop leadership perspectives and skills in students and faculty. These opportunities are explored and discussed, and key strategies for promoting this leadership building process are presented within a teacher education framework that is inclusive of university-wide involvement. In addition, the important role of the community in providing leadership building activities is examined. In particular, the concepts of collaboration and partnership building are explored in relation to leadership. A case example of how the University of South Carolina's SLATE Project has used a collaborative leadership approach is described and discussed. Finally, attributes of effective SLATE leadership are presented and interrelated with regard to increasing the effectiveness of educating future teachers.

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Leadership and Service Learning: Interactive Processes That Enhance Teacher Development

Shared Leadership

Shared leadership is essential if we are to sustain our democratic society. Historically, leadership has been viewed as a process controlled by a few individuals. The emerging view sees leadership as a process each of us must use in our daily living (Kinsley, 1997). Open and democratic societies require everyone to "lead" reasoned and responsible lives. In relating this idea to new conceptions of teaching and learning, Sergiovanni (1992) notes:

> Command leaders and instructional leaders alike are being challenged by the view that school administrators should strive to become leaders of leaders. As leaders of leaders they work hard to build up the capacities of teachers and others, so that direct leadership will no longer be needed. This is achieved through team building, leadership development, shared decision making, and striving to establish the value of collegiality. (p. 123)

This "shared leadership" belief is the foundation of contemporary teaching and learning constructs. It is based on the idea that learning is a dynamic and interactive process where people experience, inquire, reflect, and refine their thinking and functioning. Service learning, through its emphasis on using real community issues as the context for shaping meaningful learning experiences, is a philosophy and a pedagogy that generates the needed sustenance for leadership development in preservice and inservice teachers. As Lyday, Winecoff, and Hiott (1998) note:

> Service learning is a powerful vehicle for bridging the gap which too often exists between students and schools, between schools and communities, and between students and communities. Well-planned service learning clearly presents a win-win situation for everyone involved. One of the keys to its recent rapid growth has been the development of viable community partnerships which give everyone a stake in its success. (p.3)

For example, service learning fosters team building and shared decision making which are integral to leadership. Serving in almost any community setting where people are striving to achieve important human improvement brings students and faculty into "team learning situations." These situations also engage us in making decisions in relation to various perspectives that enrich our understanding of important community issues (Drucker, 1998).

As Sergiovanni (1992) indicates, leadership is about vision, direction, and individuals who energize each other with ideas and action to achieve a better community. He calls this the concept of stewardship:

> The concept of stewardship furnishes an attractive image of leadership, for it embraces all the members of the school as community and all those who are served by the community. (p. 139)

It is this leadership concept–that of a community of "stewards" who work together to serve each other and the larger society in ways that strengthen the possibilities for a better future–that is emphasized and valued in service learning. SLATE provides the context for helping faculty and students to refine, strengthen, and sharpen their leadership skills and perspectives.

For example, when students and faculty engage in reflection upon returning from a work session at a homeless shelter and begin to identify issues and problems that confront homeless families, they also begin to refine and broaden the decision-making and human-relations skills they will use in all aspects of their teaching lives.

Eight Leadership Behaviors

Gardner (1981) identifies eight behaviors that leaders must develop and refine. Service learning requires the use of these behaviors and helps to support their development in future teachers.

1) strengthening the vision, ability, and skills of followers;
2) unlocking and channeling energy which motivates;

3) achieving workable unity;
4) identifying, exploring, interpreting, and clarifying new directions, initiatives, and goals;
5) representing the group;
6) staying informed and sharing information and power;
7) removing barriers; and
8) locating and mobilizing resources. (p. xiii)

Of critical importance is Gardner's point that true leadership requires everyone's contribution–this is indeed the essence of serving, learning, and teaching.

The application of these leadership behaviors is realized through various activities. For example, teacher education students who mentor students in academic subjects and provide them with continuing guidance are also providing them with new motivation to achieve; and they help many students deal with perceived barriers to achieving school success. Leadership behaviors are also supported as future teachers help out at a local food bank in devising new ways to better distribute food to needy families. As students work in service learning projects they are involved in sharpening essential teaming skills such as planning, problem solving, teamwork, and communication and relationship skills. Students can begin to see themselves as important change agents in the community. Further, they begin to see their potential as educators who can positively influence the total community. As noted by Sergiovanni (1992), the development of an image of one's self being able to shape the future in positive ways is essential to being an effective teacher-leader.

Empowering Faculty, Students, and Community Through Shared Leadership

SLATE should be an empowering process through which faculty and students support each other in the common goal of transforming teacher education into a more meaningful and responsive experience. As Ward (1996) notes: "The most effective person to encourage faculty to use

service learning as a pedagogical tool is a fellow member of the faculty who understands the cultural nuances of the campus." (p. 33)

Opportunities for change are enhanced when faculty empower each other by sharing service learning strategies, resources, challenges, and related materials. When teams of faculty engage in reviewing and refining instruction and curriculum, the culture of the institution is transformed. The ownership of the SLATE process becomes everyone's concern. Very importantly, students have role models they can interact with as they develop their concepts of serving and leading while also learning to deal with the application of these concepts in their teaching careers.

The process of shared leadership strengthens SLATE because the planning and design approach includes extensive student and faculty involvement (Erickson & Anderson, 1997). In addition, when faculty are sharing ideas and activities, curriculum change is more likely to be embraced as a positive effort. Students and community participants in SLATE are also positively influenced seeing faculty use service learning. Finally, the institutionalization of SLATE is more likely when it is "owned" by the faculty and students.

Ultimately, teacher education is strengthened through shared leadership activities that involve practicing professionals, community leaders, students, and faculty in shaping meaningful service that also provides opportunities for students to explore teaching as a career, learn needed pedagogical skills, and acquire related professional attitudes and skills. For example, when faculty teams identify service learning goals and integrate them into the curriculum, students have a concrete model of how the leadership process can work! Further, the use of students as service learning ambassadors–as advocates for the use of service learning in community and school activities–and in other leadership roles expands the potential of service learning as a leadership development strategy. Additional enrichment of this leadership strategy occurs as the community is engaged in offering ideas and resources for strengthening service learning and related leadership activities.

Service Learning in the Total University Program Enriches Leadership Development

The development and integration of service learning into the entire framework of the college or university is important to the functioning of service learning in all of the disciplines and professions. When service learning is woven into the entire culture of an institution, it transforms that institution into an engaged campus, where students and faculty from all disciplines become leaders within the community. Institutional transformation is important for teacher educators since the entire undergraduate experience of a future teacher is part of his or her teacher preparation.

Three leadership guidelines and their application in the university environment are of primary importance in order for service learning to thrive. The first is to develop a broad and interdisciplinary interest in and support of service learning; the second is to develop faculty leadership and ownership of service learning; and the third is to expand resources for and acknowledge exemplary faculty who use service learning methodology.

Developing Interdisciplinary Interest and Support

The creation of a link between service learning and the institutional mission will develop a greater campus-wide interest in service learning (Lissome & Otternritter, 1998). While universities seem to value service learning, it is often fragmented and its stability is largely dependent on the values of a few current faculty and administrators. The University of South Carolina provides one example of how service learning efforts can attempt to meet the challenge of moving from fragmentation to integration and institutionalization.

Prior to the development of a campus-wide service learning program at the University of South Carolina, service learning efforts were fragmented and operated only in a few programs by individual or small groups of faculty. The College of Engineering integrated service into its freshman courses; the School of the Environment students conducted surveys about air and water pollution for local agencies;

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Spanish students served as translators for migrant farm workers; and College of Education students tutored, mentored, and performed other child and community support activities as a part of their Education minor courses. However, the faculty involved in these efforts were largely unaware of what others were doing and were rarely brought together to analyze the common interest they had in service learning. Nor were they provided with any type of special recognition or support for their work. This type of fragmentation occurs at many colleges and universities across the United States and is symbolic of the absence of leadership capable of developing an institutional vision of service learning and its role in the teaching, research, and service mission.

The challenge is to connect these fragmented interests, projects, and people and to thus begin a campus-wide discussion about the importance and relevance of service learning to higher education. The goal of this discussion is to make service learning part of the behavior and culture of everyone in the environment (Stacey, Rice, & Langer, 1997). Students need to see that service learning is valued throughout the culture of the institution.

To achieve this institutional commitment, one must first identify faculty and administrative staff who are interested in service learning as an instructional paradigm for higher education. Once a core group has been identified, they can be connected through meetings, newsletters, listserves, or web-based discussion groups or bulletin boards. Another important way to bring this group of interested faculty and students together is to develop an advisory board which steers the overall direction of service learning campus-wide.

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Developing Faculty Leadership

Faculty provide the key element in successfully institutionalizing service learning. Faculty need to know that service learning is an academically rigorous methodology which increases their ability to teach students and also helps them perform research and service. This

process of defining and promoting the effectiveness of service learning is best achieved through a faculty advisory team which was noted above. These experienced service learning professors and students can serve as mentors to other faculty. Faculty workshops and grants are means of achieving the critical element of instructional support and appreciation by enhancing faculty interest in innovations through service learning.

The development of a service learning faculty fellows mini-grant program is a dynamic way to develop a peer mentoring system, thus increasing the number of faculty who use service learning. Such programs exist at Indiana University, the University of Hawaii, Eastern Michigan University, as well as the University of South Carolina. Faculty apply for mini-grants to support the inclusion of service learning in a current course; grant recipients agree not only to evaluate their courses and attend monthly training seminars, but also to serve as mentors to other faculty wishing to use service learning.

Faculty interest in and ownership of service learning also develops when they see demonstrations of how both student and faculty research can be connected to service learning. Some examples of classes where student research plays a major role might include disciplines such as environmental science, sociology, psychology, engineering, education, nursing, and social work. Faculty can also engage in research which addresses specific social issues and connects with their scholarly research interests. For example, one professor at the University of South Carolina has conducted research on how service learning among graduate students in education influences their views of homeless students and families.

Service learning must also be recognized by the campus community as a worthwhile endeavor through various symbols of success. Among these are the inclusion of service learning as a strong element of tenure and promotion, university-wide awards recognizing outstanding service learning courses, and the inclusion of service learning in university publications (Zlotkowski, 1998). In a few communities, for

example, civic leaders select a professor whose service learning leadership has impacted the community and provide a substantive financial award for that person to take their research and teaching work to even higher levels through service learning (Zlotkowski, 1998).

As service learning becomes integrated into various academic disciplines, it should become a part of the university's intellectual dialogue and social fabric. The vision that guides these efforts should aim to help students and staff continually connect coursework to community issues and to improve learning while helping others. The community should also be a part of this discussion, and it is important that they be viewed as an equal partner in this learning and teaching endeavor (Lipka, 1995).

Sustaining the Web of Service Learning

It is critical for service learning to have a strong identity within the university (Zlotkowski, 1998). An office of academic service learning can do a number of things to assist in increasing the quality and quantity of service on campus. This office can provide the opportunities needed for faculty performing service learning to join together and learn from one another. Further, this office can work with agencies addressing educational, placement, and support issues to assure the quality of service learning experiences. The director can also assist in the logistics of course design and therefore make the inclusion of service learning a much easier task for faculty to handle. An academic service learning office should function as a means for stimulating research on service learning as it is happening in various courses and projects (Fertman, 1997/1998).

Service learning offices should engage in grant-writing activities to provide the needed financial support to service learning faculty. It should also maintain and promote faculty service learning grants, develop and host workshops on service learning, and keep faculty up-to-date on current trends related to service learning. This office should provide information on relevant research and publications.

The academic service learning office is thus a key means of empowering faculty, the community, and students in efforts to strengthen service learning, acknowledge and celebrate outstanding performance, and thus support and encourage high quality service and learning opportunities. It can house texts on service learning and become an information center on service learning for use by university and community groups. Very importantly, staff in this office should conduct research and evaluation activities on service learning as it is happening within the university context.

Summary and Application Guidelines

For service learning to thrive within college and university settings, faculty, administrators, and students must work together to create the conditions reviewed in this chapter. The institution must create the essential infrastructure items including a vision, a mission statement, an ongoing coordination structure, continuing education for the people involved, needed finances and resources, and reward structures that invite faculty to be innovators and leaders in service learning. Faculty ownership of service learning and the development of student service learning leaders are critical to the success of this venture. It is also important that universities connect with other institutions and groups doing service learning through networks such as Campus Compact and access resources provided by state and national service learning agencies.

The following application guidelines are important to achieving a university-wide service learning culture that promotes leadership development in students.

- Provide many opportunities for faculty and students to learn about service learning as a leadership development strategy: conferences, symposia, special course offerings, resource and materials listings, consultation services, and special study groups.

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- Tell the stories of students and faculty who have achieved unique leadership tasks and accomplishments through service learning efforts. Student newspaper features, award ceremonies, seminars highlighting their work, and other validating activities strengthen the value of service as a leadership contribution to the community.
- Develop a training and resource center where students and faculty can receive ongoing service learning and leadership related training. This center might also serve as the Office of Service Learning within the overall university structure.
- Carry out campus-wide assessments of service learning activities that are effective in increasing student leadership competence. Use these assessments to plan and further develop service learning activities among students and faculty.
- Develop reward structures that encourage faculty to do research on service learning projects that also impact student leadership development. Reward students for their innovative uses of service learning to enrich their leadership competence.
- Organize institution-wide service days connected to state and/or national days of service such as Martin Luther King Day, and ask faculty and students to connect their service to their course goals.

SLATE Is a Leadership Development Process

The processes that make SLATE an effective leadership development strategy require professionals and citizens to jointly assess, plan, and carry out meaningful "serve and learn" activities (Kinsley, 1997). These processes include curriculum and instructional renewal activities, enhancement of community partnerships, strengthening of the leadership climate within the university, and the nurturing of key leadership behaviors in students and faculty. By engaging in these activities, teacher educators build new cultural norms that value service learning through the use of leadership behaviors–caring, inquiry, helping, learning, and community building (Sergiovanni, 1992). SLATE processes broaden the program-community development effort as the following points suggest (Swick, Winecoff, Rowls, Freeman, Somerindyke, Mason, & Williams, 1998b):

- Assessment activities now extend to student perspectives, community contexts, and university perspectives.
- Planning efforts are more inclusive with students and community playing meaningful roles.
- The arena in which faculty and students carry out teacher education is more community-centered and more inquiry oriented.
- Research and evaluation activities conducted by faculty are enriched through access to more diverse settings and people.
- Community involvement in the achievement of teacher education is enriched and strengthened.

In particular, SLATE engages faculty and students in curriculum renewal activities (Erickson & Anderson, 1997). For example, in the USC-SLATE Project, a faculty team assessed service learning uses in teacher education and then delineated several possibilities for strengthening this aspect of the program (Swick, Winecoff, Rowls, Kemper, Freeman, Mason, Somerindyke, & Williams, 1998a). Instructional methodology can also be enriched through SLATE activities. As Myers and Pickeral (1997) note, service learning offers future teachers many leadership opportunities: Service learning as a pedagogy is a strategy

that has particular promise in preparing future teachers to motivate and educate K-12 students, because it incorporates authentic assessment and addresses many of the principles on learner outcomes–teacher understanding of how children learn and develop, appropriate use of instructional strategies, instruction based on knowledge of the community, change leadership capacity, and reflective strategies to evaluate their performance and impact on students. (p. 33)

SLATE empowers teacher education in the sense of bringing about community partnerships that require leadership perspectives and behaviors on everyone's part (Zlotkowski, 1998). In the USC-SLATE Project (Swick et al., 1998a), faculty reported involvement in new roles such as planning community-building activities with agency and school personnel and working in direct community service activities that resulted from the new partnerships. They also noted that students reported being in new roles–one student having served as a helper on a school improvement council and another student having assisted in coordinating an after-school homework help project.

SLATE is supportive of activities that build a strong leadership environment for students such as the following:

- Formation of intra-university partnerships that strengthen teacher education (Zlotkowski, 1998).
- Increased faculty research on ways to use SLATE to strengthen student learning and program effectiveness (Fertman, 1994).
- Strengthening of the networking and collaboration with school and community groups (Lyday, et al., 1998).
- Increased student involvement in active learning experiences in the community (Erickson & Anderson, 1997).
- Renewal of teacher education standards for nurturing high-quality programs for future teachers (Hiott, Lyday, & Winecoff, 1998).

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- Provisions for more teaming among faculty and students in the teaching-learning process within community-building projects (Denton, 1997/1998).
- Increased student competence in using service learning as an instructional tool (Root, 1997).

SLATE supports faculty and student involvement in developing and refining four key leadership behaviors: 1) visioning, 2) commitment to change, 3) change management, and 4) communication. Each of these important leadership behaviors is reviewed with a special focus on service learning.

Visioning

At all levels of service learning, it is essential that leaders be able to describe an image of what service learning can be and communicate how this image can become reality. Students gain experience in building a vision of what service learning can become through activities where they:

- Set service learning priorities based on ethical and moral standards, and the needs of the community.
- Establish a long-term view of what service learning can accomplish.
- Seek to achieve a synergy of purpose and action in the work of all who are engaged in service learning.
- Take risks in doing innovative service learning activities that challenge everyone to grow.
- Help service learning partners to use their energy and ideas in positive ways.
- Use all forms of learning approaches in creating meaningful service learning.
- Provide multiple pathways to achieve the service learning vision.

Commitment to Change

Another critical leadership dimension is a commitment to seek out and nurture opportunities for meaningful change–change which is positive, proactive, and principled. Service learning in teacher education needs to nurture in students a leadership focus that:

- Creates a climate that promotes and sustains change.
- Involves all SLATE partners in building a consensus that captures the richness of diverse ideologies.
- Uses a shared decision-making process that is responsive to the ideas of everyone on the team.
- Fosters the needed flexibility for achieving meaningful service learning.
- Uses continuous assessment to review progress achieved.

Change Management

SLATE leaders manage the change process as an ongoing learning experience. A key outcome in most service learning efforts is that it brings about individual and community renewal. To achieve meaningful change management skills in students through service learning, the following ideas are helpful:

- Identify, clarify, and prioritize problems or needs.
- Study, reflect, develop, and use various service learning strategies.
- Engage all stakeholders in setting and using service learning goals/ activities.
- Develop and use needed resources to achieve desired goals.
- Monitor, evaluate, and refine all facets of the program.

In meaningful SLATE contexts, students gain experience in using these skills.

Communication

The means for achieving shared leadership is effective communication. SLATE needs strong communicative leaders. Service learning also offers the context for promoting improved communication skills such as team building, effective listening, cooperative decision making, promoting mutuality of purpose and action, accepting and using feedback from several sources, and ensuring the involvement of all team members. In particular, quality service learning activities should attempt to:

- Strengthen everyone's communication skills
- Provide participants with opportunities to enhance their relationship-building skills
- Nurture in participants positive attitudes for relating to people from different cultures

Developing a Leadership Partnership With the Community

Teacher education is seeking to develop a new relationship with the larger community. Six processes offer possible ways to shape teacher education/community partnerships that support leadership development in students:

1) Development of a teacher education SLATE leadership team which includes students
2) Establishment of new connections with the community
3) Formation of an active SLATE Advisory Team
4) Increased professional involvement efforts
5) Development of a "partnership action plan"
6) Nurturing leadership characteristics in all facets of the program

These partnership processes provide the bases for having strong service learning leadership experiences where students can acquire new problem-solving and teaming skills. Each of these processes is discussed in relation to strengthening the SLATE partnership with the community.

Develop a SLATE Leadership Team in Your Program.

Leadership commitment begins within the teacher education faculty. A team of faculty and student leaders with one member serving as director can provide the structure (Ward, 1996) to:

- Acquire needed SLATE knowledge and skills
- Organize a system for the planning and development of SLATE
- Serve as the program's working group to engage others in the process
- Establish needed curriculum/instruction resources and incentives to attain faculty and student participation
- Provide examples and models of SLATE for students and other faculty

- Renewal of teacher education standards for nurturing high quality programs for future teachers (Hiott, Lyday, & Winecoff, 1998)

Establish SLATE Linkages With the Community.

SLATE's power is in the connection between teacher education and the community (Swick et al., 1998b). Thus, the development of strong linkages between school and community is essential, especially in relation to fostering student leadership involvement with community partners. Collaboration strategies might include using incentives such as mini-grants to engage partners in creative service learning activities. SLATE partnerships are also strengthened through professional training on service learning, using experienced SLATE leaders to educate other interested groups, and the development of advisory and decision-making structures.

Build an Active Advisory Team.

SLATE leadership is a community-building process. The value of an active advisory structure is that the entire process of developing service learning in teacher education is enriched and strengthened (Lyday, et al., 1998). New ideas, strategies, resources, and funding are likely to emerge from an advisory team approach. Suggestions for making the advisory team effective (Fertman, 1997/1998) include:

- Having a clear and meaningful purpose
- Including all potential planning partners in the team development effort
- Involving everyone in SLATE leadership training activities
- Utilizing several means for nurturing ongoing communication
- Using various needs assessment strategies and data sources to support the work of the team

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- Encouraging the sharing of resources, talents, training, and funding to strengthen everyone's program activities
- Providing incentives for team members to try out innovative SLATE efforts
- Meeting regularly with specific activities to achieve goals generated by the team
- Evaluating and refining the advisory team effort on a regular basis

Increase Professional Development Activities in SLATE.

Faculty, student, and community involvement in learning about SLATE is essential to long-term change in teacher education. Collaboratively planned professional development experiences where team members are engaged in joint learning and sharing have proven especially useful (Myers & Pickeral, 1997). For example, the USC-SLATE Project involved faculty and students in professional conferences, study group activities, and various research and curriculum development projects (Swick et al., 1998a).

Develop a SLATE Action Plan.

SLATE is most effective when the university and community develop an action plan together (Lyday, et al., 1998). Jointly developed action plans should address concerns such as the following:

- Identify the key elements of SLATE that can empower the university and the school/community.
- Utilize various assessments to identify existing and needed SLATE resources and activities.
- Create a "shared vision" on what SLATE can mean in relation to empowering teacher education, schools, and the community.

- Develop enabling goals, strategies, and resources that provide the needed context for achieving SLATE.
- Use the partnership structure to empower each other through sharing resources, training, and funding.
- Review, evaluate, and refine the action plan annually, thus providing for program renewal.

Nurture Leadership Characteristics Through SLATE.

The continuing development of leadership skills is essential to the long-term vitality of SLATE. Strategies such as the following offer opportunities to nurture leadership characteristics through SLATE (Erickson & Anderson, 1997):

- Involve teacher education students in learning about and then sharing their SLATE expertise with others.
- Involve school personnel in clinical roles where they provide students and faculty with innovative service learning ideas and activities.
- Involve teacher education faculty in leadership roles that foster continuing development of SLATE ideas and practices.
- Involve the total SLATE team in regular leadership training activities.
- Involve the key SLATE players in developing "Leadership Funding" incentives to encourage others to do innovative service learning.
- Involve key administrative leaders in "hands-on" SLATE work, thus increasing their understanding of needed support and resources.

USC-SLATE Project: An Example of Leadership Efforts

The University of South Carolina's Service Learning and Teacher Education Project is presented as an example of one way to pursue the systematic development of SLATE as a means of strengthening faculty and student leadership. With the inception of the University of South Carolina's SLATE Project in 1997, a team of faculty worked to develop a plan for studying and integrating service learning into the teacher education program. In addition, this team is attempting to utilize the project to research and develop other SLATE efforts in collaboration with South Carolina's teacher educators, schools and community groups, state education leaders, and through national professional associations such as the American Association of Colleges for Teacher Education. The USC-SLATE Project is committed to creating service learning arrangements that nurture strong leadership behaviors in preservice and inservice teachers (Swick et al., 1998a).

> Service learning increases the involvement of practitioners in the education of future teachers and provides the practitioner with means for enhancing their own development and learning. Partnerships between teacher education and schools/communities are strengthened when service learning is actualized. It requires shared planning and continuing collaboration between teacher educators and schools/communities. It also offers many staff development and other professional education experiences. (p. 6)

To achieve a SLATE environment that encourages faculty and student leadership development, the USC project is utilizing the following goals and strategies.

Project Goals

Four goals were articulated by the SLATE team:

1) To research, study, and develop a comprehensive SLATE design for integration into the teacher education program; and to extend this research and development process to include other teacher educators in South Carolina.
2) To partner with USC's Professional Development Schools and nontraditional community and school groups in developing strong service learning experiences for students that also serve partnering groups in meaningful ways.
3) To develop the technical assistance capacity to empower other teacher educators and school/communities in effectively using service learning as an educational pedagogy.
4) To be an effective research and development partner with other SLATE groups at state and national levels.

A Team Approach Creates Shared Leadership

The USC-SLATE Project is premised on the construct that a faculty team can best guide and carry out the research and development work essential to optimizing the value of service learning in teacher education. Clear and supportive linkages are maintained with departmental, college, and university administrative teams. The project has found that a faculty team provides ideas, talents, insights, and connections to other faculty and groups that enhance the SLATE effort (Swick et al., 1998a).

The following are project tasks and directions that evolved from the early planning efforts of the USC-SLATE team:

- Assess the existing status of service learning within USC's teacher education program as well as study and assess service learning as it is being implemented by other teacher educators in South Carolina.

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- Assess the existing service learning activities in USC's Professional Development Schools, particularly as they are related to the education of teachers.
- Assess the existing service learning activities in other South Carolina teacher education institutions.
- Study, learn, share, and develop a strong technical assistance capacity in SLATE so as to involve other faculty, students, and allied stakeholders in realizing the potential of service learning.
- Stimulate in Pre-K-12 Professional Development School teachers innovative ideas and strategies in using service learning to enhance learning and to engage teacher education students in these efforts.
- Engage teacher educators in South Carolina in learning about and using SLATE effectively to strengthen teacher education.

Critical to the SLATE Project Team's work is the presence of strong partnerships within the university environment and with allied service learning groups (Erickson & Anderson, 1997). Several strategies were used to involve other faculty and students within education and the larger university ecology.

- Providing information programs and materials at department and other teacher education functions.
- Meeting in focus groups and more informal discussion sessions with faculty about their service learning interests, activities, and possible concerns and ideas.
- Engaging students in service learning instruction, in service learning activities, and in group discussion on the role of service learning as they see it.
- Surveying faculty and students on their perceptions of the value and uses of service learning in teaching and teacher education.

- Connecting faculty and students to needed SLATE resources to strengthen their service learning work.
- Collaborating with the University's Office of Community Service in developing service learning technical assistance activities for the entire university faculty.
- Providing mini-grants for faculty to explore various SLATE strategies and practices.

The leadership team approach was expanded to include the critical community partners that are essential to SLATE's success (Swick et al., 1998a). Examples of the partnership process as actualized by USC-SLATE are noted as follows:

- Mini-grants were awarded to five Professional Development School service learning projects to support increased attention to this facet in children's learning and in the education of teachers.
- A USC-SLATE Advisory Team was formed to formally link the project to all stakeholders–schools, community agencies, state education leaders, and other teacher educators.
- USC's SLATE Project engaged other teacher educators in assessing and planning important elements of service learning as related to strengthening teacher education in South Carolina.
- Collaboration with the South Carolina Department of Education in developing SLATE publications, technical assistance efforts, and other activities has proven valuable in linking project efforts with K-12 curriculum reform.
- Involvement with the American Association of Colleges for Teacher Education in national SLATE research and development efforts has increased project efficacy in meeting its goals.
- Project publications are providing a state and national audience with SLATE concepts and practices and linking the project to new resources and ideas.

Innovative Uses of Service Learning

An innovative feature of the USC-SLATE Project is the varied uses of service learning at the University's Children's Center. A current and very important team research project at the Center focuses on very young children's development of service learning skills and perspectives. Through team planning–bringing together SLATE Project faculty, faculty at the Children's Center, and teacher education students engaged in service learning through the Education Minor–the full development of a research component on service learning was developed.

The research design is action based, involving faculty and staff at the Children's Center in providing the needed environment and modeling of service learning for teacher education students. The teacher education students, in turn, provide service learning involvement with the children. Both the students and the faculty keep research journals on what they do, what they observe, and what they think their experiences mean. University faculty, who are also members of the SLATE Project team, provide the direction, guidance, and research aspects of the effort.

The example of service learning innovation at the USC Children's Center is but one activity that has evolved from the SLATE Project at USC. Additional examples include development of innovative service learning grant projects in USC's Professional Development Schools; collaborative technical assistance work with state professional groups and the South Carolina Department of Education; involvement of teacher cadet high school students in service functions; research and writing partnerships with the National Dropout Prevention Center at Clemson University; intra-university collaboration on service learning as an instructional improvement activity; and many other valuable initiatives.

Attributes of Effective SLATE Leadership Teams

Service learning in teacher education offers unique opportunities for strengthening the leadership fabric of faculty, students, and communities (Myers & Pickeral, 1997). It creates the needed context for inviting people to share and learn from each other; to rethink their part in developing teaching and learning goals; to develop "teaming" skills such as listening, goal setting, and working in collaborative modes; to conceptualize and nurture team-directed research opportunities; and to formalize partnership activities with various service learning groups. Further, individual leadership characteristics are strengthened (Erickson & Anderson, 1997). It is in service learning environments where collaboration, teaming, and problem solving are emphasized that future teachers are nurtured to be skilled leaders in creating effective and growing communities.

As a means of synthesizing the key points of SLATE examined in this book, five attributes of effective service learning and teacher education are reviewed:

1) sharing and learning together
2) using reflection to continually renew our goals for teaching and learning
3) developing teaming skills
4) forming team research efforts
5) building strong community partnerships.

An Invitation to Share and Learn With Others

SLATE provides unique opportunities for faculty, students, and community to invite each other into partnerships where "sharing and learning" are continuous activities (Coles, 1993). The nature of service learning requires that people be open to the ideas of others, be able to contribute within a team structure, and enjoy learning through the sharing and teaming process. For example, in the USC-SLATE Project,

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faculty and students noted that working with and serving others changed the context of learning; it required everyone to rethink certain assumptions about teaching and learning such as how to organize one's skills to best support another person in achieving literacy (Swick et al., 1998a). Three additional examples of how SLATE nurtures a "sharing and learning" perspective are:

1) Faculty engage in joint discussion and planning as they develop or refine instruction and curriculum activities.

2) Students engage in more critical analyses of the course content they are experiencing; for example, they question the theories and practices they are studying.

3) Community groups participate actively in helping plan teacher education experiences; for example, in the USC-SLATE Project, the community advisory team offered many ideas on how service learning could enrich the experience of students.

Reflecting on Our Role in Setting Goals for Teaching and Learning

The collaborative nature of SLATE also promotes more feedback on the teaching-learning process, thus encouraging faculty and students to rethink their part in shaping these experiences for themselves and others (Lipka, 1995). For example, Swick et al. (1998a) noted that faculty and students cited the "reflection" aspect of service learning as helping them to refine their conceptions of teaching and learning. Two elements of this process promote important leadership attributes:

1) Engagement in service roles provides support for rethinking how one interacts with others, thus creating more possibilities for teachers to be receptive to the ideas of students.

2) Planning teaching activities that must meet specific community and student needs promotes in teachers an expanded view of the teaching

and learning process.

In effect, SLATE can stimulate students and faculty to view goal setting as more than simply listing professional objectives; it creates a context where community needs may change the means for goal setting (Fertman, 1994).

Developing Teaming Skills in Students and Faculty

Helping roles such as teaching require the ability to work effectively with others in team situations. SLATE supports the development and or refinement of teaming skills. Active listening, group planning and goal setting, sharing work tasks, and developing an openness to the ideas of others are strongly nurtured in SLATE (Myers & Pickeral, 1997). Three examples highlight this process:

1) Faculty and students who are planning to integrate service learning into teacher education must take seriously the ideas of each other as they reconstruct the curriculum. Faculty are nurtured to listen more closely, especially to student leaders, to develop teacher education experiences that provide students with meaningful professional growth.

2) Group planning and goal setting become a team process where faculty are more thorough in reviewing purposes and strategies for engaging students in meaningful learning experiences. Providing students with more specific guidance on their service learning involvement is a likely outcome.

3) Successful SLATE requires faculty to share work tasks and to develop more flexibility in how they approach the teaching-learning process.

Developing Student and Faculty Team Research Projects

Service learning in teacher education offers many possibilities for collaborative research designs that study pedagogical, content, community, and other important educational issues. The USC-SLATE Project (Swick et al., 1998a) used a team approach to brainstorm, research, and develop a study design that focuses on three key elements of SLATE: faculty using and valuing SLATE; student perceptions of the value and uses of SLATE; and related teacher education and school-community dynamics as related to SLATE. Three particular values have emerged in the USC-SLATE team research approach that impact improved leadership skills (Swick et al., 1998a):

1) Educational issues and concerns are viewed through multiple lenses; that is, several faculty can articulate the issues and concerns as well as potential ways to approach studying them.

2) The research process itself is more thorough as several faculty tend to identify gaps and needs that would likely be overlooked in more individualized research.

3) Data collection and analyses can capitalize on the strengths of each team member, providing the study with a level of sophistication that is only achieved through a team design.

The individual research and scholarly work of faculty and students is also strengthened through a team approach. The dialogue that emanates from teaming with others provides new ideas, continuing feedback, and possibly new approaches to studying educational issues. Further, the team development opportunities in SLATE usually bring faculty and students together in ways that create meaningful action-research projects in school and community settings. The USC-SLATE

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Project has noted three such efforts (Swick et al., 1998a):

1) Two Professional Development Schools used mini-grant funds to examine how they could use service learning to increase mainstream children's understanding of special needs students and to examine how children learning technology skills could then teach their parents and other community members. Several teacher education students were the benefactors of being involved in these instructional projects.

2) One USC-SLATE faculty member is intensively researching the perspectives of students related to their service learning experiences. The student voice is being articulated and is impacting the future design of service learning experiences.

3) In collaboration with the USC Children's Center, two early childhood faculty members of the SLATE Project team are studying how early childhood teacher education students use service learning to gain an understanding of the development of caring and serving behaviors in preschool children. In addition, they are studying how the students' involvement in service learning strengthens their own caring and serving behaviors.

Formalizing Partnerships in the Community

The development of "leadership capital" in teacher education and the community requires some formal structures (Erickson & Anderson, 1997). SLATE provides the purpose, the ideological context, and the thematic arrangement for creating formal partnership structures. Consider three experiences of the USC-SLATE Project (Swick et al., 1998a):

1) Through the USC-SLATE Advisory Committee, a continuing partnership has been established with both school and community agencies related to service learning, particularly as related to the in-

volvement of undergraduate students in tutoring and mentoring roles. This structure is creating many new leadership opportunities for students.

2) The advisory system has also stimulated more formal partnerships with the state education agency and the state teacher education professional association. These partnerships have already supported the development of important SLATE research and technical assistance efforts and opened up new possibilities for the development of student service learning ambassadorship roles and activities.

3) The USC-SLATE Project has also promoted close involvement of project staff with regional and national SLATE partners such as the American Association of Colleges for Teacher Education.

Conclusion

Service learning in teacher education can alter the "leadership focus" in the total community toward a teaching and learning process that is based on meaningful and planned service activities. Through the service learning process, every citizen is encouraged to develop leadership attributes, thus increasing the power of teacher education to engage everyone in a learning process. Ultimately, the key leadership attributes of visioning, management of change, and ongoing communication are essential to achieving meaningful service learning in teacher education. The development of a new generation of "teacher leaders" is enhanced through high quality service learning and teacher education.

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Resources

- American Association of Colleges for Teacher Education
  1307 New York Avenue, NW Suite 300, Washington, DC 20005
  202-293-2450 www.aacte.org

- Corporation for National Service
  1201 New York Avenue, NW Washington, DC 20525
  202-606-5000 www.cns.gov

- National Service Learning Clearinghouse
  University of Minnesota
  1954 Buford Avenue, Room R460, St. Paul, MN 55108
  800-808-SERV
  serve@tc.umn.edu http://umn.edu/~serve

- Learn and Serve America Exchange, National Center
  National Youth Leadership Council
  1910 West County Road B, St. Paul, MN 55113
  Toll-free 877-LSA-EXCH
  lsaexchange@nylc.org www.lsaexchange.org

South Carolina Department of Education
Office of Community Education
1429 Senate Street, 906 Rutledge Building, Columbia, SC 29201
Telephone: 803-734-4915 http://www.state.sc.us/sde

National Dropout Prevention Center

College of Health, Education, and Human Development
Clemson University , 209 Martin Street, Clemson, SC 29634-0726
Telephone 864-656-2599 e-mail: ndpc@clemson.edu
Web site: http://www.dropoutprevention.org

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